

Purpose First
Measuring
Impact



DUTIES AND FUNCTIONS

Identify information needs

This functional area reflects the iterative process of identifying relevant stakeholders and their decision support needs. It includes anticipating questions through review of data, information, and research and policy studies, including those related to institutional, state, national, and international conversations around higher education. It also includes assisting stakeholders in developing and refining research questions.



Collect, analyze, interpret, and report data and information

This functional area reflects the technical tasks employed by institutional research to provide data, information, and analysis for decision support. It involves an understanding of the data available to answer pressing questions about student access and success and institutional operations and the process by which previously unavailable data are collected. The process of collecting and reporting required and requested data is encompassed in this area. This function also incorporates applied research methods to analyze data to provide information for decision making, including appropriate interpretation of analysis results.



Plan and evaluate

Planning may include operational, budgetary, and strategic planning in which institutional research collaborates with other units at the institution, state, or related organizations. It may also include program review, particularly for accreditation purposes. Formative and summative evaluation processes conducted at an institution use IR data and analysis for planning and decision making purposes.



Serve as stewards of data and information

This functional area highlights institutional research's role in ensuring an institution-wide data strategy. Compliance issues such as privacy and security and ethical issues such as determining what data and information should be used for various purposes, and whether interpretations are correct and appropriately used, are also critical to this area. This area also includes the contribution of IR to data quality assurance activities. IR's role in ensuring data are appropriately accessible and usable to those who need them to make decisions is inherent in this function as well.



Educate information producers, users, and consumers

This functional area encompasses the training and coaching related to the use of data, analysis, and information to inform decision making. Education can be focused on ensuring the ability to collect, access, analyze, and interpret information independently and in collaboration with other stakeholders. The function also includes a collaborative role in convening discussions related to information needs and connecting internal and external producers and users of data with one another for purposes of informing decision making. Scholarship to inform and improve data, information, and analysis for decision support is also included in this function.



<https://www.airweb.org/Resources/Pages/IR-Duties-Functions.aspx>

Common Completion Metrics

Entry



- Enrollment
- Gateway Success
- Remedial Enrollment & Gateway Success

Momentum



- Credit Accumulation
- Retention
- Course Completion
- Transfer

Completion

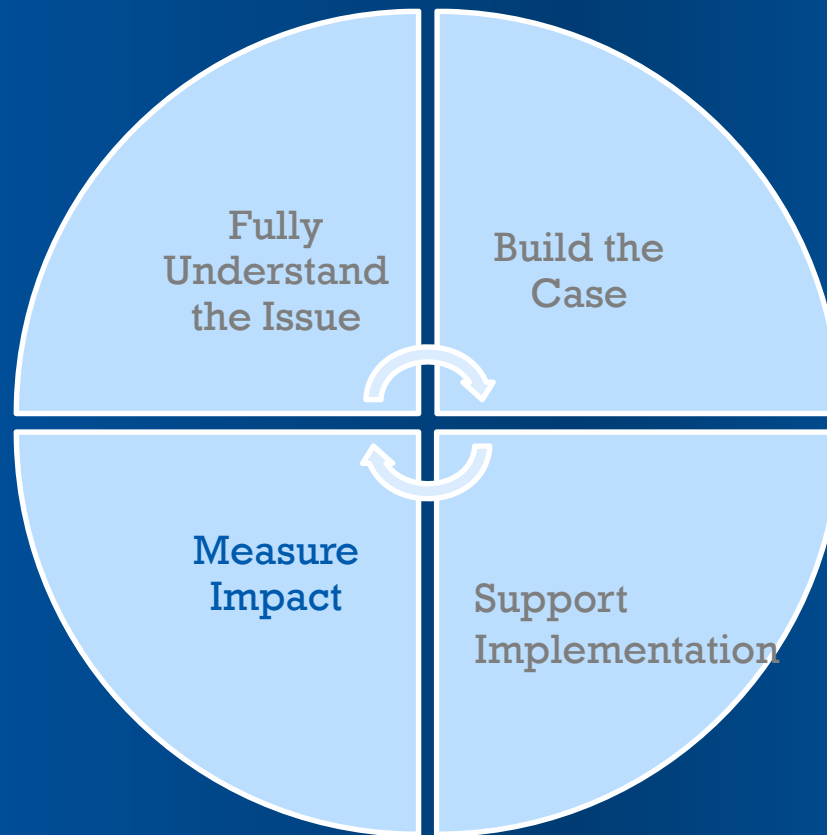


- Degrees Conferred
- Graduation Rate
- Time to Degree
- Credits to Degree

Full-Time/
Part-Time/Transfer

Race-Ethnicity/Gender/
Pell Status/Remedial Status

The CCA Way



Measuring Impact

Results:
Increase Postsecondary Attainment
and Close Equity Gaps

For all
students

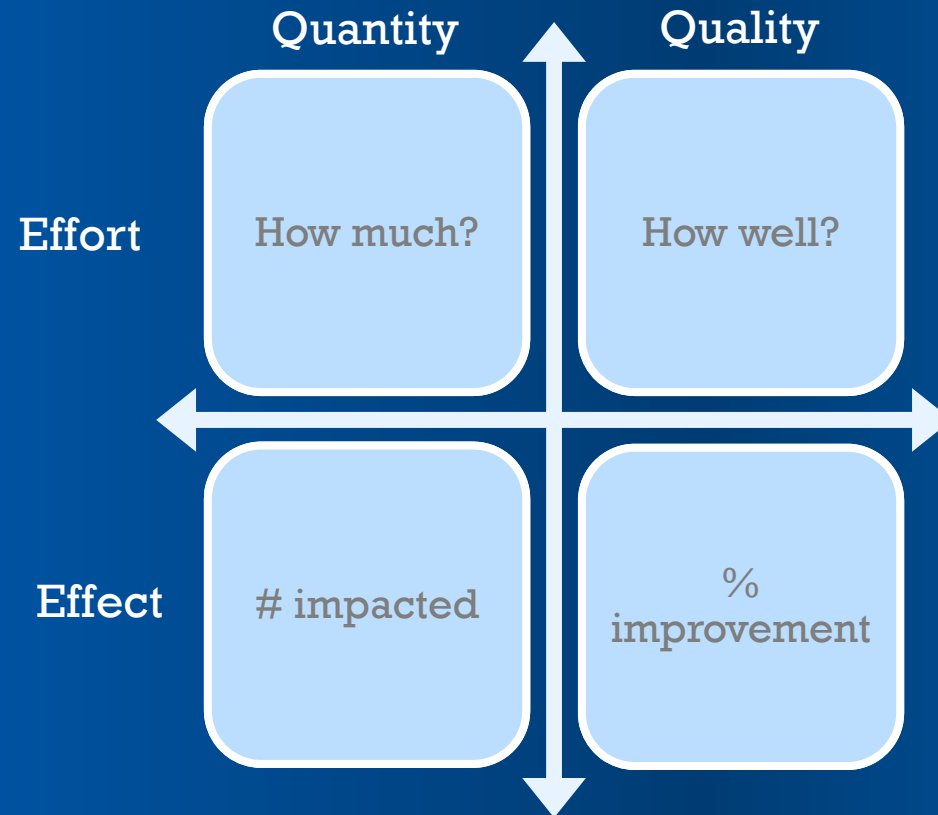
Indicators:
Graduation Rate
Degrees Conferred
Time to Degree

By
Race/Ethnicity
/Age/Pell and
Prep

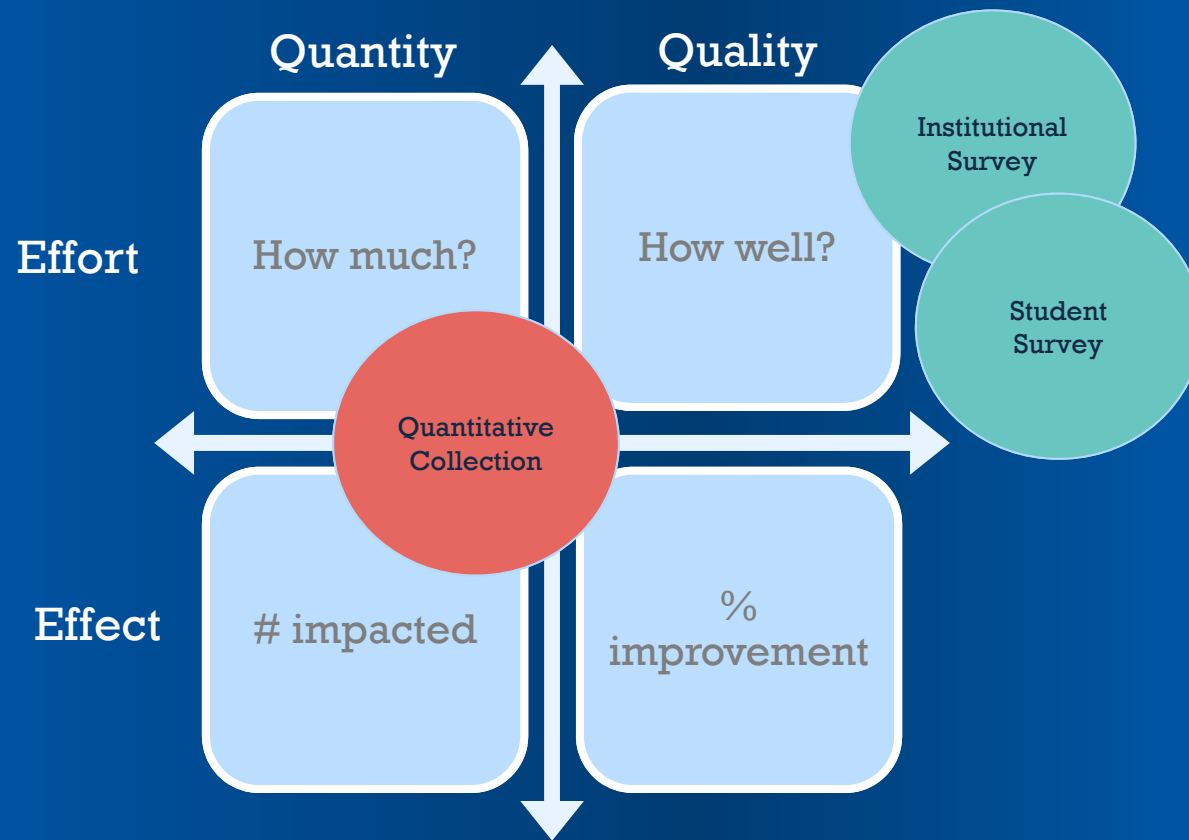
Strategies:
15 to Finish
Math Pathways
Corequisite Remediation
Structured Schedules
Guided Pathways to Success

Performance Measures

Performance Measures



Performance Measures



Purpose First Quantitative Outcomes

For Each Meta Major Category:

Number of students enrolled in a major or meta major within 1 year

Number of students who complete 30+ credits within 1 year

Number of students with at least 9 credits associated with program of study after 1 Year

Number of students who change their major after the end of the 1st year

GPA or Level of Academic Standing by meta major in the first year

Broken out by:

race/ethnicity, age, gender, pell status, remedial status

Data Collection Principles

- All Data Will Be Collected at the Institutional Level Pre and Post
- Standards and Definitions:
 - Where possible we will align with existing CCA Metrics, Definitions and Cohorts
 - Where CCA does not have existing metrics or definitions we will use other industry standards
 - Where standards do not yet exist CCA will work with IR staff to define common standards
- Informed by qualitative data collection & prior data collections

New Hampshire CC System Baseline

	% enrolled in the degree pathway	% completed 30+ credits in the first academic year	% still enrolled in that degree pathway at the start of their second academic year	Average grade point average of students enrolled in a degree pathway
Arts, Humanities, Communication and Design	0%	0%	75%	2.66
Business	10%	9%	80%	2.32
Health Sciences and Services	1%	26%	89%	3.18
Hospitality and Culinary	2%	17%	85%	2.49
Industry and Transportation	6%	28%	86%	2.08
STEM and Advanced Manufacturing	18%	20%	81%	2.24
Social and Behavioral Sciences and Education	22%	16%	78%	2.38
Undecided/General Studies	42%	2%	74%	2.28

6/15/2017

Discussion Number 1: Using Quantitative Data

- How can these data be helpful as you implement this initiative?
- How might you use them?
- What other data points do you want to explore?
- What challenges do you need to anticipate?

Institutional Survey

- Implemented at key points to track implementation
- Customized to each state's needs
- Informs data collection efforts
- Done in partnership with states

Discussion Number 2: Tracking Implementation

- How will you quantify participants?
- How will you track your work?
- What elements of implementation will be most helpful for you to know?

Student Survey

Outcomes to Measure:

Students have better awareness of careers.

Students have meaningful exposure to careers and labor market data

Students feel career and labor market data helped inform their major choice

Students feel their advisor incorporated career and labor market data into discussion regarding major choice

Students have an increased understanding of careers connected to majors

Students feel like first year courses are applicable to career

Discussion: Student Survey Logistics

- Is it possible to have comparison groups? (Group)
- How will we identify participants to survey? What will the individual challenges be for your state/institution? (Team)
- What else do we need to consider? Collect? (Group)